

Sevenoaks Primary School



Pupil Premium – Information for Parents/Guardians/Carers for the 2016 - 2017 School Year.

The following information will cover the areas:

1. What is pupil premium?
2. SPS pupil premium allocation
3. How we are spending our pupil premium allocation for the 2016-17 school year
How this made a difference to our pupil premium children
4. Comparative Data for pupil premium children
5. Attendance statistics

Please note: Outcomes and section 4 and 5 will be completed at the year end.

1. What is Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It was introduced in April 2011 to ensure that these children benefit from the same opportunities as all other children.

There are three categories of children that qualify for 'Pupil Premium'.

- Children who are currently eligible for Free School Meals (or have been in the previous six years)
- Looked After Children (LAC) or Post Adoptive Children
- Armed Forces Children

Schools are free to spend the Pupil Premium as they see fit in order to support the children but we are accountable for how they have used the additional funding and it is important that we can demonstrate impact. Additionally, from 2012, we were required to publish online information

about how we have used the Premium. This will ensure that parents and others are fully aware of the attainment of children covered by the Premium and the extra support that they receive.

The Pupil Premium Rates for 2016 / 2017 are set out below:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as eligible for free school meals (FSM) in any of the previous 6 years (ie since summer 2009), as well as those first known to be eligible at January 2015.	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children	
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

If you have any questions relating to Pupil Premium, please feel free to contact Miss Durkin, Assistant Head or Mr Duffy, Head Teacher.

2. SPS pupil premium allocation from April 2016 – March 2017

Total number of pupils on roll	37
Total number of pupils eligible for PPG (Pupil Premium Grant)	29 fsm 8 post adoptive 0 LAC
Total amount of PPG received	£54,480

3. How we are spending our pupil premium allocation for the 2016-17 school year

How the Pupil Premium is spent is monitored closely and all schools are accountable for the impact of the money spent. At Sevenoaks Primary School, we use a wide range of strategies and approaches to provide additional support for the 'Pupil Premium' targeted children. The focus of the PPG spending is primarily to enhance pupil's core numeracy and literacy skills. As part of this, targeted interventions are being provided to support emotional and behavioural needs and development. All this is underpinned by provision maps which identify individual needs through the class/year group and appropriate interventions and resources (including staff) are targeted to address these areas.

Part of the focus of our SIP is as follows:

Improving wellbeing and resilience

Schools have a vital role to play in supporting the wellbeing of their children. It is widely recognised that the capacity to cope with adversity and even be strengthened by it – resilience – is an important factor in children's wellbeing (indeed the wellbeing of adults too). Evidence shows that resilience is learnable and teachable. It is about all children, not just those who might be considered vulnerable. We already have a range of activities in place which support this area but during 2016-17; We would like to look at more overt ways of teaching resilience and supporting general mental health and wellbeing.

Barriers to Learning – identifying primary needs

Whilst quality first teaching, provision maps and pupil progress meetings all place a large emphasis on supporting our PP children as does our monitoring focus, we are also looking more broadly at the child as a whole. Children vulnerable to underachievement have their primary needs identified and measures are put in place so they make good or better progress. Often this primary need is not academic but social or emotional. Working with parents/carers and knowing the children, staff are able to plan for the children more widely. As a result, new provision this year includes drama lessons, music therapy and staff trained as mental health first aiders.

We continue to look at ways to develop the effectiveness of our Pupil Premium funding. This includes looking at other schools and specialist bodies for ideas and innovations as well as feedback from teachers and parents who have been attending relevant conferences and training. This year's changes include offering extended parent meeting times, written communication to and from

parents, enhanced pupil passports and more of a focus on wider therapy be it music or drama.

You will find below highlights of the varied interventions, resources, packages and programmes, which we use to support the children (where it would be possible to identify a child from the number of pupils and / or appropriate allocation data, this data has been excluded).

Type of Support	Activity / Benefit	Benefit	Outcomes	Number of pupils and approximate allocation
Academic	Quality First Teaching and Effective teacher feedback - 'Assessment for Learning'	The most effective support that can be provided is through quality teaching by both the teachers and support staff. It is vital that the teaching staff provide direct and immediate feedback to pupils. By doing this, pupils can self-reflect in order to accelerate learning and progress. Pupils are given specific guidance to scaffold 'next steps' and consolidate understanding. It is important for the school to plan, monitor and evaluate learning Whilst this is our aim for all children, we do have an extra focus on PP children through feedback at pupil progress meetings, extended parent meetings and pupil passports.	Work sampling at the midyear pupil progress meetings held with the CTs, HT and AHT, showed progress for all children. For some it was substantial although this was not always born out through the data. Staff know their children, their needs and their abilities well and are able to support the support needed, whether this is through rapid intervention, additional provision or simply spending time with the child.	All PP Children
	Targeted Teaching Assistant Support	Specific focused interventions to target accelerated progress across the curriculum in a high impact manner are delivered by our Teaching Assistant support team. This consists of both support in class and tailored intervention sessions which are reviewed termly with the SENCo eg Lego therapy, TRUGs, power of one etc	A detailed school offer of interventions ensure that there is provision suited to all needs. TAs are trained in specific areas so that we have specialist leaders able to provide specific interventions eg sensory circuits, TTRS etc	All PP Children
	One-to-One Tuition and Small Group Support	This support is designed to 'boost' progress in Maths and/or English. The aim of this tuition is to 'narrow the gap' and support each pupil in achieving their potential. These sessions are all led by qualified teachers.	Feedback from both pupil and teacher was positive for Y5/6 tuition sessions and teachers noted it supported further progress for children as well as boost confidence in class. The additional tuition in Y1 for phonics boosters resulted in significant progress as detailed in the tracking across the	All PP children £1,280 Tutor

			year.	
Learning Mentor / FLO	Works a flexible timetable to offer support to children or families as the need arises. PP children are supported in class and additional needs identified and actioned.		Our learning mentor was key in initiating early help for a number of families and supporting them in school. She was also able to devote time to support children into school in the morning and give breakfast to any that hadn't eaten.	£9,530
Summer Holiday School	Additional 'booster/extension' sessions have been arranged in the school holidays to support Pupil Premium children. They have also benefited from the holiday scheme operated by Play4Ages.		We ran this in the Easter holidays as the school was in transition from one building to the next during the summer. It was for Y1-3 to enable the teacher to focus the learning more easily. The children had a topic approach to learning in the mornings for English as well as incorporating art, cooking and PE. Feedback from children and parents was very positive and the children produced some super writing.	Total £2,000 £1,050 P4A £600 Teacher £350 TA
Maths interventions	We use a range of interventions such as numicon, power of two, manga high, mymaths, times tables rock stars and rapid intervention.		Manga high has been used to stretch our more able pupil premium children, a fun computer based intervention that children did weekly in school and at home if home situation allowed.	Total £613.50 Rockstars £86.5 Mymaths £312 Numicon £215
ICT Resources (Hardware & Software)	The school offers TTRS (touch type read spell) which can enhance learning and engagement in pupils. Specific programmes are funded such as manga high which are used to challenge and engage.		TTRS ran 3 times per week before school throughout the year. Not only does it improve children's typing skills but is a progressive spelling based programme. Data showed all children making progress across the year.	Total £111 (3 pupils)
Music lessons	The school has funded music lessons provided by Kent Music school and has supported the loan payments for the instruments		This was established for two of our more able PP children to give them additional provision that challenged them and was something special for them to own. It was also seen to boost self-esteem	Total £670 KMS violin £170 Guitar £500
Food Technology (Cooking)	This programme has been designed to promote life skills, independence and self-esteem. Pupils take an active and practical role in food technology as well as discuss healthy living and diet. Cooking groups learn to		Feedback from children, parents and the provision leaders was all positive. The session was run at the end of the week giving children	Total £810 Food £150 Staff £660

		share, work together and make exciting recipes.	something to look forward to and a boost before the weekend. Team building and a sense of pride (sharing cakes with the Headmaster!) was evident.	
	Homework Club	Specifically for Y5 / 6 children who need support with homework both to accomplish it and to understand it.	An excellent opportunity for rapid intervention, particularly working through corrections within the maths homework.	£418
	Beanstalk Readers	Children are given one to one weekly sessions with Beanstalk Readers to focus on a shared love of books and their reading skills.	All children make progress through the school reading scheme across the year. Communication with Beanstalk reading volunteers and CTs, was promoted to ensure that the time was spent focusing on children's reading targets as well as enjoying the books.	£1,467 9 pupils
	Resources and Reading Scheme	We have purchased a reading scheme to meet the needs of one particular child in their home learning. Other resources including puzzles, books, fidget toys have/will be purchased to support individual needs.	The scheme which was for older, low ability readers, was more engaging for this child and therefore, some progress was made where before he had stalled.	£837
Total				£8,206.5 specified £16,117 Staffing
Social And Emotional	Nurture room at lunchtime	The nurture room is set up at lunchtime as a safe place for vulnerable children to eat and play in a relaxed and supported environment.	This proved an invaluable provision for some children who struggle at lunchtime. Behaviour for learning in the afternoon was improved after lunch sessions were attended.	£4,120
	Social Communication	This is a small group intervention led by trained members of the support staff designed to develop social skills and aid peer interaction in a wide variety of social situations	Run for children from Y3-6, this group supported children's well-being to enable them to access class provision and improve their behavior for learning in class.	£1,190
	Art Therapy	The Art Therapy sessions not only support well-being but self-esteem and confidence are also focussed upon.	Reports from the sessions, feedback from parents and class teachers all noted how valuable these sessions were.	£6,780 3 pupils
	GINGER/ Time to talk (part of the Social Communication Package)	Ginger is a speaking, listening and social skills package designed for use with EYFS and Year 1 pupils. The programme is led by trained support staff to meet the specific needs of pupils	Not used this year. Children with needs in this area were supported within the Bright Sparks sessions, see below.	£165

	Mental Health First Aiders	Sixteen members of staff have attended the training with MIND in order to work as mental health first aiders within school. They will be available to all pupils on a need basis.	Training completed and systems established. All staff now using a request when needs arise. Team leader allocating and monitoring staff to work with children on a short-term support basis.	£960
	Nurture Sessions (Bright sparks)	These sessions are delivered by our Learning Mentor 3 times a week and are designed to improve access to learning. The children are supported in their learning, emotional and social development through a variety of activities.	These sessions were reviewed during the year and the focus shifted to pre-teaching as well other areas of support. Close communication with Y1 teachers regarding the curriculum and plans, ensured that children were able to access learning in class more readily.	£3,575
	Music Therapy	Sessions are held weekly on a one to one basis.	Good feedback from pupils and parents. A highly regarded intervention by the staff and Inclusion Manager for children with emotional and social needs.	£4,500 5 pupils
	Drama lessons	Weekly lessons at a local drama school have been provided to one child to meet her emotional needs and support confidence.	Classes were enjoyed by pupil and gave her a focus at the weekend.	£450 1 pupil
Total				£22,576
Physical	Sensory Circuits	A sensory motor skills programme designed to energise or settle pupils into the school day. This programme is delivered daily by trained support staff.	Children were eased into school and the morning sensory circuits supported their behavior for learning and focus. Feedback from parents, pupils and CTs was positive.	£610
	Sports Clubs	All children have access to a huge range of clubs at school but where clubs that are offered are fee paying, the PP children are offered places specifically.	Children's enjoyment of school and feeling of belonging is enhanced through participation in various clubs. It also supports their physical and social well being.	£72.5 Playball 1 pupil
Total				£682.5
Family	Breakfast Club & Play 4 Ages	When required, the funding is used to cover the cost of our extended school provision. This also allows the children to engage in the full range of extra-curricular activities available before and after school.	This provision was used to support families where lateness and eating breakfast was noted as an issue.	Total £3,128 Play for Ages £2,660 Breakfast club

Support				£468
	Supporting families	The school is committed to supporting parents, carers and families as well as individual pupils. If required, the 'Pupil Premium' is used to fund training or courses, specific to identified parents/carers, in order for them to help their child at home and with school life.		
	School trips, visitors and residential visits	When required, the funding is used for identified individual pupils who may not participate on or in an educational visit/activity due to disadvantage. Pupils have been supported through the funding to enable them to attend such activities with their peers.	All pupils attended a wide range of curriculum visits.	£1,300
	Milk	Daily carton of milk		5 pupils
Total				£6,898
Total				£54, 480

The next senior leadership meeting regarding the pupil premium strategy review will be Tues 10th January 2017.

4. Comparative Data for pupil premium children

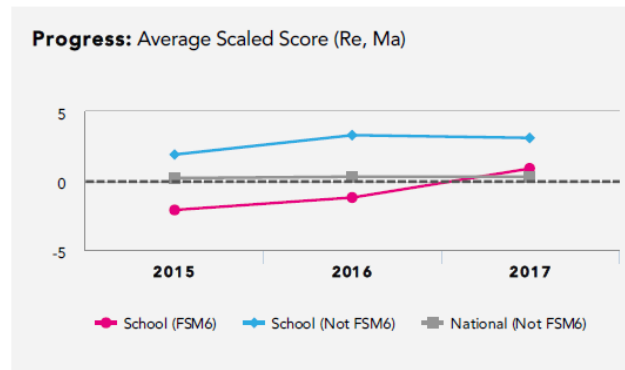
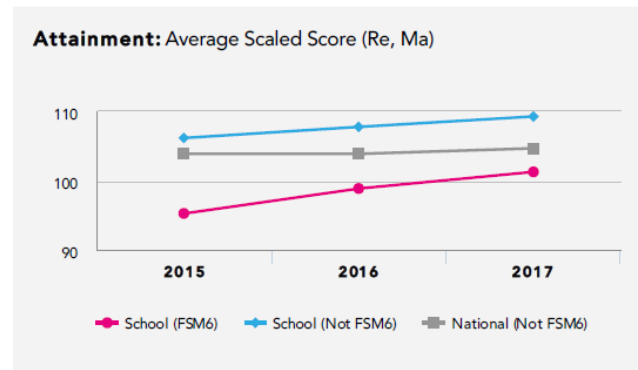
KS2 results

Sevenoaks Primary School

2017 KS2 VA

Disadvantaged pupils

KS2 Performance for disadvantaged pupils 2017



	Pupils	Attainment					Progress			
		FSM6	Not FSM6	Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)			
				FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	6	54	101.3	109.3 ⁺	-8	0.9	3.1 ⁺	-2.2	
Gender	Male	2	37	104	108.1	-4.1	2.6	2.5	0.1	
	Female	4	17	99.9	112	-12.1	-0.3	4.3	-4.6	
Prior Attainment	Higher attainers	-	28	-	113.5	-	-	3.7	-	
	Middle attainers	2	18	101.3	106.2	-4.9	-0.9	1.8	-2.7	
	Lower attainers	3	6	102	101	1	2.1	3.6	-1.5	
SEN Group	SEN Support	-	5	-	102.1	-	-	1	-	
	EHC Plan	1	-	101	-	-	-1.9	-	-	
	No SEN	5	48	101.3	110.2	-8.9	1.6	3.3	-1.7	
Ethnic Group	White	4	42	102.6	109.6	-7	0.9	3.1	-2.2	
	Not white	2	12	98.5	108.4	-9.9	1	3	-2	

The tables above show the upward trend for Disadvantaged pupils in both Attainment and Progress.
Table 2 (Progress) shows the school Disadvantaged pupils are now above National Non Disadvantaged.

Attainment: The gap is diminishing between Dis and National Non Dis pupils. (Data taken from FFT)

	Disadvantaged	Non Disadvantaged (School)	Gap
2017	101.3	109.3	-8
2016	98.9	107.8	-8.9

Progress: As well as table above showing the progress of Disadvantaged compared to National non disadvantaged this data also shows the gap has significantly diminished between progress of Disadvantaged and Non Disadvantaged (within Sevenoaks Primary).

	Disadvantaged	Non Disadvantaged (School)	Gap
2017	+0.9	+3.1	-2.2
2016	-1.1	+3.1	-4.2

KS1 Data

KS1 (Since Last KS)

			Attainment		Progress	
			GDS	Expected +	Greater than Expected+	Expected+
Reading	Pupil Premium	7	0%	57.1%	14.3%	57.1%
	<i>Not Pupil Premium</i>	85	37.6%	84.7%	32.9%	71.8%
Writing	Pupil Premium	7	0%	28.6%	14.3%	42.9%
	<i>Not Pupil Premium</i>	85	20%	70.6%	27.1%	68.2%
Maths	Pupil Premium	7	0%	42.9%	14.3%	57.1%
	<i>Not Pupil Premium</i>	85	30.6%	80%	29.4%	74.1%

Key Stage 1	Total pupils	Ungraded		-1 WTS	-1 WTS+	-1 EXS	WTS	WTS+	EXS			Exp+
	(avg colour for each subject)											
Combined Avg (based on average level)	7	1			2 28.60%		1 14.30%		2 28.60%		5 71.40%	4 57.10%
Combined Min (based on lowest of subjects)	7	1		2 28.60%			2 28.60%	1 14.30%	2 28.60%		5 71.40%	2 28.60%
NC Maths	7	1				2 28.60%	1 14.30%	1 14.30%	3 42.90%		5 71.40%	3 42.90%
NC Kent Writing	7	1		2 28.60%			2 28.60%	1 14.30%	2 28.60%		5 71.40%	2 28.60%
NC Kent Reading	7	1		2 28.60%			1 14.30%		4 57.10%		5 71.40%	4 57.10%

2016 KS1 Results PPM

Key Stage 1	Total pupils	Ungraded	-2 EXS	-1 WTS	-1 WTS+	-1 EXS	WTS	WTS+	EXS			Exp+
	(avg colour for each subject)											
Combined Avg (based on average level)	7	1							1 14.30%		4 57.10%	2 28.60%
Combined Min (based on lowest of subjects)	7	1	1 14.30%				3 42.90%		1 14.30%		4 57.10%	1 14.30%
NC Maths	7	2		1 14.30%			1 14.30%		3 42.90%		4 57.10%	3 42.90%
NC Kent Writing	7	1	1 14.30%				4 57.10%		1 14.30%		5 71.40%	1 14.30%
NC Kent Reading	7	2	1 14.30%				1 14.30%		3 42.90%		4 57.10%	3 42.90%

The data shows that there is still a significant gap between the non-pupil premium and the pupil premium children at the end of KS1. It should be noted however that there are only 7 pupil premium children in a year group of 92.

The second and third tables show that the results of pupil premium achieving expected for reading and writing have risen from 2016-2017 and maths has remained constant.

2017 Phonics Screener Average Score Breakdown

Group Breakdown

Pupil Group	
Girls	36.4
Boys	35
Pupil Premium	34.7

2016 Phonics Screener Average Score Breakdown

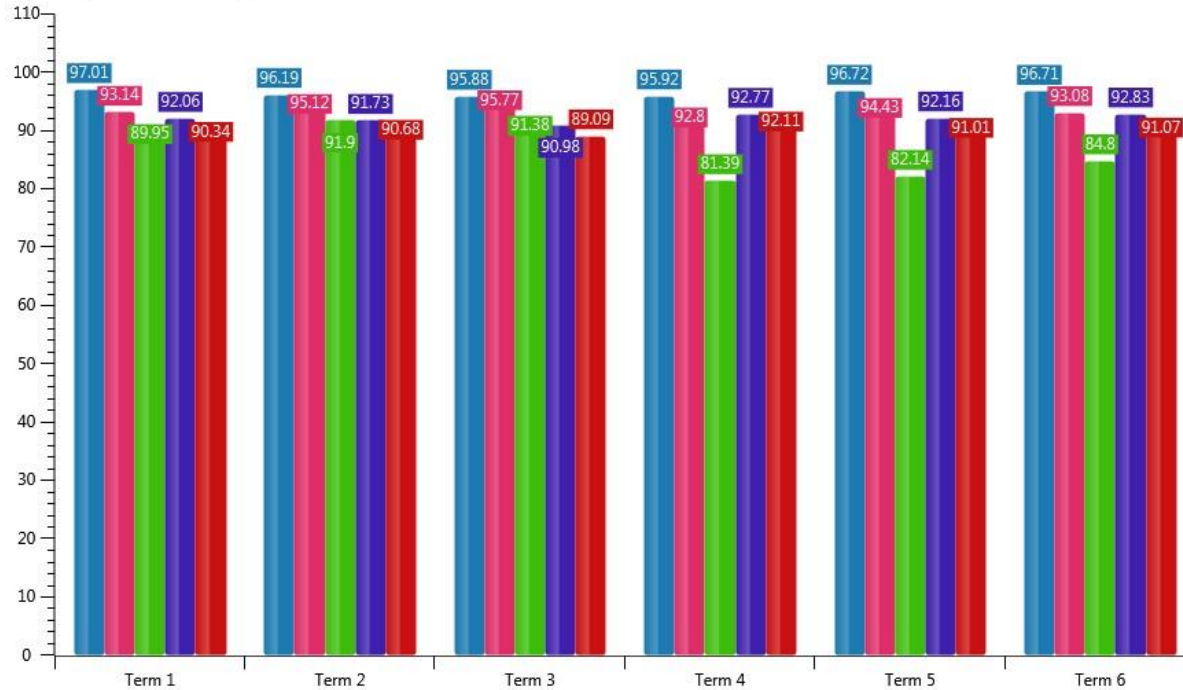
Group	Average Score in Screener*
Girls	32.73
Boys	32.66
Pupil Pm	25.75

- There has been a significant increase in the average score for the phonics screener from 2016-2017.
- Of the two pupil premium children that did not pass in 2017, ie score 32 or more, one child was 2 points below the pass mark. He had risen from a score of 3/40 in January to 30/40 by June which although was not enough to pass, showed huge progress.

5. 2016-17 Attendance Figures

Percentage Session Attendance by Half Term [Last Year]

The percentage of session attendance by half term



Key:

Blue – whole school attendance

Pink – SEN attendance

Green – EHCP attendance

Purple – Pupil Premium

Red – FSM

Our pupil premium attendance figures still show a small but significant gap between pupil premium and non-pupil premium children. The low ratio of pupil premium children to non, in part accounts for this as some individual cases with significant medical needs, have more of an impact on the average attendance figures of the pupil premium children.

This is however, an area that remains a priority and we will continue to monitor this and action it carefully in the next academic year.